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A HUMAN RESOURCES UTILIZATION AND DEVELOPMENT STUDY

FOR

APEX, NORTH CAROLINA

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ABSTRACT

TITLE.....Human Resources Utilization and Development
Study for Apex, North Carolina

AUTHOR.....State of North Carolina, Department of
Natural & Economic Resources, Office of
Industrial, Tourist, and Community Resources,
Division of Community Services

SUBJECT.....Employment opportunities and training resources
in Apex, N.C.

DATE.....May 1972

LOCAL PLANNING

AGENCY.....Town of Apex Planning Board

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ABSTRACT.....Opportunities for OJT, technical institute
training and community college education for
area residents were assessed in the context of
needs of local industries and businesses. Pro-
blems of inadequate public school preparation,
remedial instruction, tutoring, transportation,
child-care, income maintenance during study,
and scholarship availability are discussed as
they impinge upon the problem of elevating
incomes of Apex residents. This project was
executed in coordination and consultation with
the local community action agency to assist
them in developing program planning designed
to ameliorate the problems of low-income people
of the community.

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INTRODUCTION

This study was conducted subject to a contract with the North Carolina Department of Natural and Economic Resources, Division of Community Services, Central Field Office. The study was designed to gather information, data, and statistics on employment practices, policies and procedures with a view toward expanding local employment opportunity for persons in the Apex, North Carolina area. The study was oriented to examine opportunities for on-the-job training, technical institute training, community college education, and public school education programs, in the context of the needs of Apex industries and businesses. Problems of inadequate preparation, remedial instruction, tutoring, transportation, childcare facilities, income maintenance during training, and scholarship availability are also evaluated, as indications suggest some correlation of these problems with elevating the incomes of Apex residents. Proposed solutions to problems identified follow the study's findings - solutions are directed to improve job training delivery services of the agencies involved.

The data collection phase of the study was effected through interviews. From February 9 through March 9, 1972, interviews were conducted with selected employers in Apex (see Appendix for sample of Industrial Questionnaire). During the same period interviews were held with agencies concerned with manpower development training assistance (referral, counseling, and delivery) in both Apex and Wake County (see Appendix for sample of questionnaire).

A total of eleven interviews were completed, three with industries in Apex and eight with human resources development agencies in and outside of Apex - all located in Wake County. Findings and pertinent notes from these interviews are presented in the ensuing paragraphs.

General Observations

Human resource development agencies interviews were conducted with the following organizations:

- 1) Apex High School (Vocational Counselors)
- 2) Wake County Board of Education (Occupational Education and Vocational Rehabilitation Director)
- 3) North Carolina Employment Security Commission (Selection and Referral Officer)
- 4) Wake Opportunities, Inc. (Apex Office)
- 5) Wake County Social Services
- 6) North Carolina Truck Driver Training School, N.C. State University at Raleigh (Office of Continuing Education)
- 7) Wake County Sheltered Workshop
- 8) W.W. Holding Technical Institute
- 9) Schieffelin and Company (Apex)
- 10) Lufkin Rule Company (Apex)
- 11) Apex Manufacturing Company (Apex)

Difficulties were encountered in conducting interviews with most agencies associated with the training, placement, and employment of Apex area personnel. Often agency contacts were unwilling to disclose requested data on the grounds that disclosure would be in violation of agency policy. In some cases to disclose requested information would be to violate federal guidelines on Equal Employment Opportunity as provided in the Civil Rights Act of 1964.

Programs designed for human resource development do exist in Apex and Wake County. These programs are included as curricula in the Apex and Wake County School systems. Beyond this level, opportunities are made possible by counseling, training, and placement programs at W.W. Holding Technical Institute (the local Wake County Community College), the manpower development programs associated with the local Wake Opportunities Office of Economic Opportunity and Community Action Program office, and the N.C. Employment Security Commission office in Raleigh.

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An evaluation of opportunities in these various programs follows:

Occupational Education and Vocational Rehabilitation in Apex and Wake County Schools

Occupational education and vocational rehabilitation programs are considered an integral part of the curriculum in Apex and Wake County Schools. These programs are to provide increased attention to counseling and placement, affording career education in lower and middle school grades, and additional in-depth career education and guidance in the upper grades. As such, the programs are to enhance the salability of the individual and his skills for entering the world of work after high school graduation.

In the Apex and Wake County School system there are two programs designed to provide counseling, training, and placement services to students. The more comprehensive program is the Apex Exemplary Project, based on the theory that special career instruction (academic classroom work combined with special entry-level skills projects) and more intensive individual counseling will "create a bridge" between school and earning a living for young people who are still in school, who have left school either by graduation or dropping out, or who are seeking post-secondary programs for career preparation. The program also seeks to promote cooperation between public education and manpower agencies. Additionally, the project embodies the notion that every area of work has dignity, and is a valuable part of the productivity of society. Primary objectives are:

- 1) To increase the student's knowledge of occupations generally.
- 2) To increase the student's interest in academic subject matter areas by incorporating career information into the curriculum.
- 3) To increase the student's knowledge of the occupational environment and his own abilities.

- 4) To increase the teacher's and parent's interest in and awareness of occupational and occupations education.
- 5) To increase the student's appreciation of desirable work habits.
- 6) To increase interest in developing entry-level job skills for drop-outs and graduates not planning to pursue further formal education.
- 7) To increase the number of student requests for course offerings in vocational areas.
- 8) To increase the number of students in work-experience programs.
- 9) To increase the number of requests for career guidance services.
- 10) To provide entry level job skills training for all students desiring them; particularly those who do not plan to continue their education after high school.
- 11) To increase the number of students using career information inside and outside classrooms.

Project Vestibule is the second major occupational education and vocational rehabilitation project currently conducted in the Apex and Wake County schools. This program is a short term intensified eight week training course incorporated into the Apex Exemplary Project. Both projects, Vestibule and the Apex Exemplary Project, are federally funded, locally administered demonstration programs aimed at implementing an occupational education program in a rural school system.

Vestibule training courses are developed on a 30 to 60 hour basis and are usually taught twice a week during the evenings in the spring and summer. Training is aimed at seniors who need salable skills in order to be employed, drop-outs under 21 years of age, and juniors who will be placed through the industrial cooperative training program (another occupational education and vocational rehabilitation program conducted at the high school level in North Carolina school systems).

An analysis of Table 1 shows that the training programs offered by Project Vestibule tend to be self-sufficient. It appears that the demand for students with a vocational skill is not as high as it was in the past. This is due to the fact that the labor market is not as strong as it was in the past. The demand for students with a vocational skill is not as high as it was in the past. The demand for students with a vocational skill is not as high as it was in the past. The demand for students with a vocational skill is not as high as it was in the past.

Theoretically, the method of Project Vestibule and the Apex Exemplary Project is sound. It appears, however, that in practice there is little or no demand among Apex employers for many of the skills emphasized in the projects. Some measures of success have been experienced with Project Vestibule, but trends indicate that there are factors operating in the Apex labor market which affects the real demand for both training and employment under that program. These factors are believed to be race, and in certain cases, sex.

TABLE 1 - PARTIAL DATA PROJECT VESTIBULE - SPRING 1971

APEX HIGH SCHOOL

TRAINING PROGRAMS	NO. ENROLLED		NO. COMPLETING COURSES		NO. PLACED		ORIENTATION
	B	W	B	W	B	W	
Electrical Wiring	---	---	100%	---	100%	---	Male
Machinery	---	---	---	---	---	---	Male
Nursing Assistance	10	---	1	---	0	3	Female
Dental Assistance	---	---	7	---	2	---	Male
Clerical Assistance	---	---	1	---	0	---	Female

An analysis of Table 1 shows that the training program afforded by Project Vestibule tend to be male-oriented. It appears that the demand for students with a particular skill is out of scale with both program enrollment and the number of students completing courses. As a general rule, Blacks tend to be in less demand than whites and when placed, Blacks have to accept employment in Raleigh.

Weaknesses in occupational education and vocational rehabilitation in the Apex schools were identified by program affiliates. It appears that the scope of the demonstration program is too great for the present administrative staff. This was partially attributed to lack of interest and inservice training for faculty related to the Exemplary Training Program. Most of the training is administered by the local school faculty under the supervision of the Project Counselor-Coordinator. Some difficulty in coordination and preparation has been documented. Only seven out of thirty faculty members at the high school are residents of Apex. The majority resides in Raleigh, Durham and Chapel Hill, thus leaving the impression of a "Job-Oriented Commuter" rather than the dedicated community-oriented teacher. Other weaknesses pointed up included a lack of exploratory¹ programs for girls and in general, a lack of coordination in exploratory programs with employment availability in Apex and Wake County.

¹"Exploratory" programs are more recent implementations of occupational education opportunities for ninth graders in Apex, designed to expose students to a number of varying occupations. To date offerings have included training for machinists, small motors, agricultural construction, and aeronautics.

Human Resource Development and Holding Technical Institute

W.W. Holding Technical Institute is a tax-supported, public, nonprofit educational institution licensed by the State Board of Education to award the Associate in Applied Science Degree. Current enrollment is over 900 full-time day students and approximately 1,500 other persons involved in part-time day and evening classes.

As its purpose, Holding Tech is to "provide specialized occupational education to fill the manpower needs in our society, and to provide for the fullest possible development of the potential of each student so that he may attain effective citizenship in his society." To this end, the community college offerings purport to meet the various interests and aptitudes of all prospective skilled, technical, and para-professional personnel; to meet the needs of the expanding advances in industry and business; and to strengthen the general educational base of our society. The Institute offers a variety in degree and diploma courses, extension courses, General Adult Education Courses, an Adult Basic Education Program, an Adult High School Diploma Program, and provides a Programmed Learning Materials Laboratory.

Incorporated into these programs are opportunities for manpower development training. It was hoped that this analysis would reach conclusions supportive of maintaining local community colleges in underdeveloped areas both in terms of human resources utilization through training and placement and in terms of coordination of programs with local industries, social services agencies, and local governmental bodies. Findings at Holding Tech indicate a dependence on a much broader orientation of service area than Apex and Wake County. More specifically, it was disclosed that there was no readily-available data on the residences of students. The curriculum

at Holding is directed toward the national job market, yet Holding does employ a "co-op coordinator" who is supposed to provide the institution with possible leads on job openings. No such openings were found in Apex (present), however, the Industrial Questionnaires reveal several employees of Apex industrial firms are engaged in long-term courses at Holding Technical Institute. Holding Technical Institute does not have a recruiting, placement and follow-up program. Authorities at Holding emphasize the fact that they are engaged in the "open door" policy for admission but place little emphasis on financial aid, tutorial services, and transportation for students in MDTA¹ programs outside of Raleigh.

At the present time there is a disproportionately small number of Black students participating in the various training programs of Holding. In September of 1971, 100% of all MDTA participants were Black but current data shows a 50 to 50% Black/White ratio. With the reduction in Black participants the high school equivalency courses have been dropped from the Programmed Learning Materials Laboratory. Such actions implicitly suggest that race may be a factor in administrative decisions on curriculum offerings at Holding.

Subsequent interviews with a counselor at Holding disclose the personal observation that their involvement in the MDTA programs is failing to deliver the returns claimed by the N.C. Employment Security Commission. Whereas successful six month classroom instruction courses in welding, masonry, and carpentry have been

¹Manpower Development Training Assistance (a manpower program of the Department of Labor.)

executed. Many of the participants are yet unemployed. Because these unemployed program participants are Black, discriminatory employment practices may still be a significant factor in efforts to elevate incomes and enhance the potential for vertical mobility among the unemployed and underemployed people in Wake County, though it is obvious that so sweeping a generalization as this may not be conscientiously drawn from the small quantity of data provided in connection with this single project.

In addition to these requirements, the prospective student, in order to be eligible for motor carrier operation, must pass a written examination. While not a requirement for admission to the school, provisions for theft or use of narcotics will disqualify a graduate of the school from employment with a motor carrier.

Students spend four weeks at the N.C. State University Campus receiving classroom instruction and practical experience behind the wheel. The instruction is conducted on a five-day per week basis with several school days cumulative of 10 weeks.

Tuition for the course is \$175 for in-state students and \$175 for out-of-state students. In addition to this fee, each prospective student's application must be accompanied by a one-dollar application fee. This total cost for enrollment is \$176 for in-state and \$350 for out-of-state students.

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these employees report participants are Black, white, minority
employees perceive they still are a significant factor in efforts
to eliminate racism and enhance the potential for vertical mobility
among the unemployed and underemployed people in Lake County.
though it is obvious that in averaging a generalization as this way
not be completely true from the small quantity of data pro-
vided in connection with this single project.

North Carolina Truck Driver Training School

The North Carolina Truck Driver Training School at North Carolina State University at Raleigh is endorsed and cosponsored by the Council of Safety and Personnel Supervisors of the North Carolina Motor Carriers Association. Established in 1949 the Truck Driver Training School has graduated over 7,000 students and is a part of the "continuing education program" at N.C. State University.

There are no special educational or age requirements for admission to the Truck Driver Training School; however, a prospective student must complete a physical examination (at his own expense) and provide the school with a copy of his driving record prior to enrollment. (The physical examination and copy of the prospective student's driving record are requirements of the U.S. Department of Transportation.)

In addition to these requirements, the prospective student, in order to be employed by motor carrier companies, must pass a security investigation. While not a requirement for admittance to the school, convictions for theft or use of narcotics will disqualify a graduate of the school from employment with a motor carrier.

Students spend four weeks on the N.C. State University Campus, receiving classroom instruction and practical experience behind the wheel. The instruction is conducted on a five-day per week basis with normal school days consisting of 10 hours.

Tuition for the course is \$375 for in-state students and \$425 for out-of-state students. In addition to this fee, each prospective student's application must be accompanied by a nonrefundable \$25 application fee, thus total cost for enrollment is \$400 for in-state and \$450 for out-of-state students.

The North Carolina Truck Driver Training School is North
Carolina State University at Raleigh is authorized and designated
by the Council of Labor and Industrial Supervisors of the North
Carolina State Teachers Association. Established in 1949 the Truck
Driver Training School has graduated over 3,000 students and is a
part of the "comprehensive education program" at N.C. State University.

There are no special educational or age requirements for
admission to the Truck Driver Training School; however, a prospective
student must complete a physical examination (at his own expense)
and provide the school with a copy of his driver record prior to
enrollment. The physical examination and copy of the prospective
student's driver record are requirements of the U.S. Department of
Transportation.

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security investigation. While not a requirement for admission to
the school, restrictions for theft or use of narcotics will disqualify
a graduate of the school from employment with a motor carrier.

Students spend four weeks on the N.C. State University Campus
receiving classroom instruction and practical experience during
the term. The instruction is conducted on a five-day per week
basis with partial school days consisting of 10 hours.

Tuition for the course is \$175 for in-state students and \$425
for out-of-state students. In addition to this fee, each prospective
student's application must be accompanied by a non-refundable \$25
application fee, the total cost for enrollment is \$400 for in-state
and \$650 for out-of-state students.

Truck Driver Training Courses are also available to students who qualify under the G.I. Bill of Rights. Those students using the G.I. Bill must obtain a certificate of eligibility from the nearest Veteran's Administration Office, however the tuition is due the first day of school, while G.I. benefits are not paid until after successful completion of the school. Except for assistance to veterans under the G.I. Bill, no other financial aid is available for students.

Because of limited dormitory space at N.C. State University, housing is not available for short course students on the campus, and students in this program must seek accommodations at nearby motels and hotels. Rooming houses are also available for approximately \$40 to \$45 a month per student. Meals are available in the University cafeteria at price, or the individual may elect to eat at nearby restaurants.

Interviews with the Project Counselor Coordinator for the Occupational Research Center at Apex High School indicated very little interest from local students to enter the Truck Driver Training School. In the single instance where a graduating senior did express an interest, admissions material was requested and received but the student later changed interests. The availability of some form of financial aid to nonveterans could enhance the effectiveness of this training activity in providing a salable skill to financially disadvantaged people.

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Because of limited housing space at W.C. State University, training is not available for short course students on the campus. And students in this program must seek accommodations at nearby hotels and homes. Housing houses are also available for approximately \$50 to \$75 a month per student. Meals are available in the university cafeteria at price, or the individual may elect to eat at nearby restaurants.

In accordance with the Project Coordinator for the vocational research Center at New High School indicated very little interest from local students to enter the Truck Driver Training school. In the single instance where a graduating senior did express an interest, additional material was requested and received but the student made no change in interest. The availability of some form of financial aid and or transportation could enhance the effectiveness of this training activity in providing a reliable skill to financially disadvantaged people.

Wake County Sheltered Workshop and Vocational Training Center, INC.

The Wake County Sheltered Workshop and Vocational Training Center, Incorporated provides rehabilitative services and remunerative sheltered employment for the handicapped in Wake County. Accepting handicapped persons as space is available (maximum of 65 clients), the Sheltered Workshop restricts admittance to the following:

- 1) Persons whose intellectual level, as determined by a qualified psychologist, is considered mentally retarded.
- 2) Persons who are physically handicapped, as determined by a medical doctor.
- 3) Persons who are emotionally disturbed, as determined by a qualified psychologist or psychiatrist.
- 4) Age - minimum 16, no maximum.
- 5) Persons whose seizures are under control.
- 6) Persons able to meet personal needs in a workshop setting i.e. those completely toilet trained; able to wash hands, comb hair, eat lunch, etc. with no assistance; able to care for outer and under garments; able to care for own hygiene without assistance.

Once admitted, clients at the workshop find a number of programs which allow them the opportunity for optimizing their individual skills in preparation for placement with participating local industries. The workshop has placed over 150 clients since it was opened seven years ago. Placements have included service jobs, small appliance repairmen, food service workers, and orderlies. Records indicate that over the last three years, three clients have come from Apex. Of these, one was placed back in Apex as a groundsman at the local golf course.

The Wake County Sheltered Workshop and Vocational Training Center, Incorporated provides rehabilitative services and training for the handicapped in Wake County.

Accepting handicapped persons as space is available (maximum of 50 clients), the Sheltered Workshop restricts admission to the following:

- 1) Persons whose intellectual level, as determined by a qualified psychologist, is considered mentally retarded.
- 2) Persons who are physically handicapped, as determined by a medical doctor.
- 3) Persons who are emotionally disturbed, as determined by a qualified psychologist or psychiatrist.
- 4) Age - minimum 18, no maximum.
- 5) Persons whose activities are under control.
- 6) Persons able to meet personal needs in a workshop setting, i.e. those completely toilet trained; able to wash hands, comb hair, eat lunch, etc. with no assistance; able to care for outer and under garments; able to care for own hygiene without assistance.

Once admitted, clients at the workshop find a number of programs which allow them the opportunity for optimizing their individual skills in preparation for placement with participating local industries. The workshop has placed over 150 clients since it was opened seven years ago. Placements have included service jobs, mail assistance, telephone, food service workers, and orderlies. Records indicate that over the last three years, three clients have come from Apex. Of these, one was placed back in Apex as a groundsman at the local golf course.

Wake County Opportunities, Incorporated - Apex

Wake Opportunities, Inc. at Apex is a branch division of a countywide, public, nonprofit agency established to combat poverty in Wake County. Working around the theme of "opportunity" the agency purports to work with the local community to mobilize local resources in helping to alleviate some of the problems that cause poverty. In addition, the agency aims at developing programs designed to help low-income residents.

More specifically, the Apex Wake Opportunities Office participates in Manpower Development Training Assistance and "New Careers" job placement programs. Participating local residents are referred from Apex to Raleigh where they may receive additional referral and/or training. These referrals appear to cause lags in agency assistance, performance, and identity.

An interview with the Director of the Apex Wake Opportunities office points to other concerns of the agency. While not a major function, the agency does try to find employment for the local handicapped and the underemployed. There has been some coordination with the local high school, as twenty-five students were employed in nonprofit agency offices through Wake Opportunities during the past summer. While these students were paid at an hourly rate of \$1.65 they were not guaranteed a 40 hour work week.

Some of the employing agencies included work with Project Head Start, a summer lunch program, day-care centers, and a local community action program.

Wake Opportunities - Apex does participate in the MDTA program, Job Corps, Neighborhood Youth Corps, Youth Incorporated, and Project Work Incentive for Mothers of Dependent Children (WIN). The MDTA program averages one placement a week out of 5 to 10 interviewees. Transportation can be provided for referrals of over ten people but is terminated after the training program. It was not clarified as to whether or not this transportation system is currently in use.

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Wake Opportunities - Apex does participate in the NITA program, Job Corps, Neighborhood Youth Corps, Youth Incorporated, and Project Work Incentive for Mothers of Dependent Children (WMID). The NITA program averages one placement a week out of 5 to 10 interviews. Transportation can be provided for referrals of over ten people but is terminated after the training program. It was not clarified as to whether or not this transportation system is currently in use.

North Carolina Employment Security Commission

The North Carolina Employment Security Commission is a state employment referral agency. Contact in that agency was made with the Selections and Referral Officer for Training in the Manpower Development Program for Wake, Franklin, and Johnston Counties.

During the interview the following observations were made:

- 1) Manpower training programs are currently available at Holding Technical Institute for trainees in carpentry, welding, and bricklaying.
- 2) Positions will be available for plumbers in the future.
- 3) All of these programs are twenty-six weeks in duration and trainees are paid during instruction. This pay includes tuition-free instruction, transportation allowances, plus a \$40 per week "regular training allowance" and \$5 for each dependant up to six. Dependency allowances are only available to trainees who are heads of households.
- 4) The point was made that Manpower programs tend to exclude women as there are not a lot of female-oriented training programs around Raleigh.
- 5) Transportation for trainees is centrally-located. There is bus service between downtown Raleigh and Holding Technical Institute only.

Program weaknesses were noted included the following:

- 1) Training programs are not long enough.
- 2) There is a problem with getting trainees to stay in training programs.
- 3) Program applicants generally want office and inside work.
- 4) Response to advertisements (newspapers, radio, and television) is not good.
- 5) There is no transportation for participants between Apex and Raleigh and Apex and Holding Technical Institute.

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Wake County Social Services

This visit proved least fruitful and least relevant to the present study. The distribution of social service payments and guidance activities are the chief functions of the county Social Service office. Individuals occasionally call upon this office for referral of part-time domestic help. In such cases the incomes generated from the domestic employment have not been great enough to result in a reduction of assistance. As currently operated, this agency is not a significant one in the employment training and placement picture.

Industries - Apex, North Carolina

Interviews with the larger industrial employers in Apex reveals very little proof of positive effort to use local manpower resources. Generally the labor force in local industry originates outside of Apex. In all cases, the majority of the employees was found to originate from the greater Wake County area. One respondent included workers from Harnett and Lee Counties, however.

Generally speaking Apex industries employ a greater percentage of females than males (See Table 2). Employees are classified as professionals, technicians, manager-officials, sales personnel, clerical workers, service workers, craftsmen, operators, or laborers. As expected, the greatest majority of the work force is in the latter categories (service through laborers). Blacks predominate in the service and laborer categories.

Industries in Apex employ both wage and salaried personnel. Industry A cited a low wage scale of \$1.60 - \$2.20 and a high of \$3.25 - \$4.00 hourly. Industry B would not cite a wage and salary scale. Industry C cited a minimum wage of \$1.85 ranging to a maximum of \$4.50 hourly. This industry also revealed a salary schedule of \$7,500 to \$50,000 annually with company salesmen distributed throughout the United States receiving \$10,400 as a base. Industry C pointed out the fact that its average wages were fifteen cents less than those paid in Raleigh.

In all cases there appeared to be a preponderance of semi-skilled, nonskilled, and service workers. Generally speaking, "in-house, on-the-job training" is available in all industries, however, industries B and C do have employees enrolled in formal OJT programs at Holding Technical Institute. In these cases text materials are supplied by the respective industrial firms, but trainees are not paid during hours of instruction.

Only one firm expressed a desire to employ additional workers (ten operators for sewing equipment). As in all other cases, there were no specific requirements for employment, excepting an 18+ year old requirement and satisfactory physical condition.

TABLE 2 - DISTRIBUTION OF APEX INDUSTRIAL EMPLOYEES
BY SEX AND RACE

<u>INDUSTRY</u>	<u>% MALES</u>	<u>% FEMALES</u>	<u>% BLACK</u>	<u>% WHITE</u>
A	1	99	----	----
B	51	49	27	73
C	34	66	44	56

Limitations of Data

A basic problem in all surveys, is reliability and validity of data, particularly data collected through interviews. These points should be kept in mind in reviewing this study of Apex:

- 1) Through representative, the samples are small.
- 2) Cooperation from agencies contacted varied from good to blunt refusals to provide information.
- 3) There was no way to force employer cooperation (industrial personnel proved the least willing to assist by providing numerical data).
- 4) It was difficult to differentiate between personal views and agency policy.
- 5) It is not possible to verify the data supplied by the persons interviewed.
- 6) Public support for improving human resources utilization in Apex was not explored. Limited contact was made with local public officials. Contact was made with the Apex area Planning Board, however these officials serve through appointments, and their role is a recommendatory one to the town's elected council.

Summary - Conclusions

There is no discreet Apex employment market. The proximity of Apex to Raleigh and the Research Triangle Park, and racial and sex discrimination all contribute to the inability to identify an independent labor market.

Given the notion of a "human resources utilization plan" set in Apex, it is difficult to devise alternative strategies for human resource development. Needs identified in the course of these interviews include better program coordination between agencies, a reasonable desire on the part of local industries to assist in curbing out-migration from the area, a desire to employ Blacks in positions beyond those of service workers by industry, and better transportation to work and training places by more coordinated agency services.

In addition manpower development programs require more local input. There is also a need to incorporate more local input in the human resource development programs at all agencies associated with counseling, training and placement of potential employees in Wake County. This is especially true in the case of Holding Technical Institute and the Apex and Wake County School System.

The likelihood of achieving these objectives appears rather remote at this point. The existing employing agencies tend to be rather established in terms of patterns and policies regarding employment. Though the construction of a Ramada Inn, Pyrofax Ready Mixed Concrete, Henry Wurst, Incorporated, and an additional unidentified firm for Apex are expected to increase industrial employment by 150 jobs in the next two years, there is no anticipated change in the patterns and policies of employment opportunity for residents in Apex.

Human resources development for Apex is a highly controversial issue involving both the public and private sectors of the local economy. Public involvement includes all levels of government: municipal, county, state, and federal. Any attempt to initiate changes aimed toward the improvement of current programs generates controversy. The successful institution of changes such as those suggested above can only result from the conscientious and determined efforts of enlightened leadership among both elected public officials and the administrators of human resource programs. Public officials must be accountable to newly-enfranchised elements of the electorate, including new Black voters and young people. Program administrators must reorient their thinking and the roles of their agencies, ceasing to merely carry out the narrow objectives of categorical programs, by actively communicating with the many other links in the employment-training chain to produce socially-valued results in the place of statistics prized by bureaucratic institutions.

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APPENDICES

INTERVIEW SCHEDULE FOR RESEARCH, RECRUITING, AND PLACEMENT ACTIVITIES

1. What is your agency's role in the placement of persons with disabilities?
Local agency is a religious agency.

2. How long has your agency been in existence?

3. What are your major programs and services?

4. How do you recruit and select staff?

5. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

6. How do you recruit and select staff?

7. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

APPENDICES

8. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

9. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

- | | |
|----|----|
| a. | b. |
| c. | d. |
| e. | f. |
| g. | h. |

10. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

11. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

12. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

13. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

14. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

15. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

16. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

17. How do you recruit and select staff? Do you have any specific criteria for selecting staff? Do you have any specific criteria for selecting staff?

APPENDIX A:

INTERVIEW SCHEDULE FOR TRAINING, COUNSELING, AND PLACEMENT AGENCIES

- 1] What is your[agency] role in the placement of personnel with local agencies in the Apex area?
- 2] For training programs - how long?
- 3] To what extent have you developed such a plan?
- 4] How adaptive is your program to meeting local changes?
- 5] Have there been any studies undertaken by either your agency, or related ones, to determine the effectiveness of your program?
- 6] Records of referrals, etc.? Racial breakdown?
- 7] To what extent do you coordinate your activities with other agencies, i.e., Wake Opportunities, Holding Technical Institute, etc.?
- 8] Are you aware of their training, counseling, and/or placement programs?
- 9] How much integrity do you have with the following manufacturers?
 - a. b.
 - c. d.
 - e. f.
 - g. h.
- 10] In your program is there an effort made to seek for prospective counselees, employees, etc.? Or do you wait for someone to seek for your service?
- 11] What are your feelings of outmigrations from the area?
- 12] To what extent would you personally seek to resolve the issue?
- 13] Do you feel the area wages are substantial so as to off-set part of the outmigration.
- 14] What do you feel the impact of a marginal increase in wages would be?
- 15] What are the ambitions of most of the local high school graduates? Black? White?
- 16] Drop-out rates? Black? White?
- 17] Where do outmigrants go?

APPENDIX B:

INDUSTRIAL INTERVIEW SCHEDULE

Typology

- | | | | |
|----|--------------------------------|----------------|-----------|
| 11 | Job classifications available: | Professional | Service |
| | | Technical | Craftsman |
| | | Office Manager | Operators |
| | | Sales | Laborers |
| | | Clerical | |

- 2] Wages? Salary ranges?
- 3] Increments in wage and salary schedules?

Employment

- 4] Present employment _____?
- 5] Racial breakdown. % Black % White % Other
- 6] Skilled _____ Semiskilled _____ Nonskilled _____ Service _____
- 7] Turnover?
- 8] Current vacancy?

Training

- | | | | |
|-----|--|-------|-----------|
| 9] | Has industry ever worked with local Technical Schools? | | |
| 10] | Formal OJT available? | Paid? | Duration? |
| 11] | OJT available? | Paid? | Duration? |
| 12] | Joint OJT and Formal? | Paid? | Duration? |

Requirements

- 13] Minimum prerequisite formal education?
- 14] Physical requirements? Male Female
- 15] Age requirements?

General

- 16] Residential preferences of employees (where from)?
- 17] Any agency expansion planned?
- 18] New positions resulting?
- 19] Potential advancement to _____?
- 20] Have you ever been approached by any local agency (school, city officials, etc., about the possibility of increasing your employment to off-set some of the local unemployment?
- 21] Have you ever approached any of the local officials, agencies, etc., about same?
- 22] Should either be the case, what do you feel the net result would be?
- 23] What is perhaps the maximum amount of expansion you feel your agency is capable of?

Attitude Evaluation

GUIDE FOR ATTITUDE EVALUATION:

- 1] Opposed - no interest or desire to recruit or hire minority group members.
- 2] Neutral - has no particular feeling one way or the other.
- 3] Surface Positive - practices nondiscrimination at low level positions.
- 4] Positive - Practices nondiscrimination at all skill levels.
- 5] Extremely positive - seeks complete integration of staff at all skill levels.

GUIDE FOR SKILL LEVEL CLASSIFICATIONS:

- 1] Professional - includes engineer, architect, physician, lawyer, teacher, actors, editors, pharmacist, nurses, dentists, scientists, accountants, clergymen, librarians, draftsmen, social worker, data processing specialists.
- 2] Technicians - technicians who work with engineers, scientists, members of a professional or industrial field.
- 3] Managers/Officials - nonprofessional people who are in charge of the business operations. Supervisory, directs sales, research, production, accounting, purchasing, responsible for the activities of a number of employees, decision makers.
- 4] Sales - Indirect contact with customers in person, over phone; deal with the selling and/or transcribing of goods including retail goods, stocks and bonds, insurance, etc.
- 5] Clerical - general office work, filing, typing, bookkeeping, stenographers, cashiers, telephone operators, shipping, receiving, postal clerks, mail carriers, receptionists, bank tellers.
- 6] Service - includes private household workers, protective services (security) bakers, launderers, cleaning personnel, food preparation workers, hotel and building cleaning and services.

- 7] Craftsmen - skilled occupation - includes carpenters, automotive mechanics, painters, electricians, machinists, plumbers, pipe-fitters, appliance servicemen, compositors, and typesetters, telephone and PBX installers, and repairmen, TV and Radio Service Technicians. These build or make tools machines for the semiskilled or unskilled to use. Often has direct contact with a finished product.
- 8] Operators - semiskilled workers, truck drivers, operate power equipment in factories, business, use moving equipment. May work in assembly line position (includes assemblers).
- 9] Laborers - unskilled workers - loaders, wrappers, mixers - heavy physical work.

PREPARED FOR.....TOWN OF APEX, NORTH CAROLINA

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